

Due May 1, 2008

**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319**

***Request for Iowa four-Year College/University Performance
Assessment System Funds***

College/University name: Upper Iowa University

Program Contact Person:

Name Gail Moorman Behrens

Title Director

Address Upper Iowa University, PO Box 1857, Fayette, IA 52142-1857

Telephone: 563 425-5211 Fax: 563/425-5379

E-Mail: behrens@uiu.edu

Business Office Contact Person:

Name: Laura Matt

Title: Controller

Address: Upper Iowa University, PO Box 1857, Fayette, IA 52142-1857

Telephone: 563 425-5225 Fax: 563 425-5310

E-mail: mattl@uiu.edu

Statement of Assurances

Should a Performance Assessment System Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Dr. Gail Moorman Behrens

Typed or Printed Name of Authorized Official

Director of Teacher Education

Title

Signature of Authorized Official

April 30, 2008

Date

Please submit to Mary Beth Schroeder Fracek, Grant Director, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146 by May 1, 2008.

Process for Procuring Grant Funds:

1. Submit Grant Request Package; Postmarked by May 1, 2008

Grant Request Package Contents:

- Request for Performance Assessment System Funds Cover Page
- Action Plan
- Budget

2. Grant requests will be reviewed by the Assessment Committee, the Leadership Team, and the Iowa Department of Education.

3. Institution will be notified of a grant award by May 21, 2008

4. Contracts for awardees will be developed by the Iowa Department of Education upon notification to the IHE of the award.

5. It will take 30 days after the award notification for a contract to be executed and fully approved. This would be as per a June 1 notification.

6. Payments cannot be released until a contract is fully approved with all signatures.

7. Institutions should not incur costs before a contract is approved and plan accordingly.

8. To acquire each payment, an IHE must submit an invoice or letter with an original signature requesting funds. This is necessary for the release of each payment – fifty percent, forty percent, and final ten percent.

9. An Interim report must be submitted with an invoice by January 15, 2009. NOTE: an awardee will not receive the forty percent payment unless the Interim Report budget indicates that the first fifty percent has been spent.

10. A Final report must be submitted with an invoice by December 15, 2009

11. A report form or template is attached with this RFP. Please use it for the Interim and Final Reports. The form includes a narrative and budget.

The grant application and interim and final reports must be submitted electronically in addition to hard copy.

Criteria for Performance Assessment System Awards:

Grant funds are available for use by recipients for purposes including but not limited to faculty development and training, design or modification of performance tasks, procedures for assuring reliability and validity of assessments, database software or hardware to facilitate data management and reporting, and technical services including programming support.

Funds may be used for expenses such as: faculty release time, personnel for clerical work, travel, lodging and meals, consultants, hardware, and materials including software. Four year colleges or universities that receive significant numbers of transfer students from community colleges are encouraged to include funding for providing feedback to two-year institutions on the performance of their graduates.

I. Context

Describe current program including number of teaching candidates graduated per year and number of full-time and part-time faculty teaching education courses. Indicate any unique features of the program that will help reviewers better understand your assessment needs. If you received a previous assessment system award, attach a copy of your final report or summarize results of your first year of work.

Upper Iowa University typically graduates about 100 teacher education candidates per year. Approximately, 32.7% of these candidates graduate from the Fayette campus, 21.4% from the Waterloo Center, and 45.9% from the Des Moines Center. The Fayette campus employs six full-time and two part-time faculty members. At any given time, the Centers employ approximately 25 adjunct faculty members. In addition to graduating teacher candidates, we also will graduate our first cohort of Master of Education students in May 2008.

Upper Iowa University is currently engaged in a strategic planning process that is intended to result in an increase in the number of students (and faculty) on the Fayette campus. Also, one intended result of the strategic planning process is to achieve a greater degree of "seamlessness" as students make transitions from one "modality" of program delivery to another. We hope to increase the degree to which the existing "divisions" of our institution (Extended University and Residential University) are harmonized. Each of the past several years, the number of students on this campus has increased as has the average ACT score. Our teacher education program continues to include a substantial number of nontraditional students not only on our home campus but also at the Center campuses. The strategic plan is identified as a part of the context because the teacher education program faculty believes that the overall "unification" of the University will enhance the teacher education program. For example, it will be technologically possible for more of our campus faculty to deliver instruction to students at remote sites through electronic means. In addition to increasing the possibility of delivering instruction to students, we'll also be capable of meeting electronically, in real time, with Center faculty for the purpose of program coordination and collaboration.

In preparation for the submission of this request, campus faculty members have recently analyzed our progress on the goals that were defined for the previous year's grant requests.

- With respect to Goal 1 (implement redesigned teacher education program assessment system to improve the degree to which we can track individual progress and evaluate Teacher Education Program performance consistent with Iowa DE expectations), we conclude that while we are making steady progress, the achievement of this goal (and its objectives) will be on-going, at least until we graduate enough teacher candidates to provide us with reliable data about program performance. We believe we have the electronic system appropriately set up, but, as candidates complete our program under our new program goals, we anticipate that additional improvements will be necessary.
- With respect to Goal 2 (Utilize TEP Assessment System using checkpoints and program standards), we conclude that while we have substantially addressed the identified curriculum implications associated with the re-design, there is a strong need to institutionalize the participation of campus and center faculty in ongoing professional development activities to ensure TEP integrity, continuity and quality.
- With respect to Goal 3 (investigate electronic systems to store student-generated artifacts [including associated rubrics]), we have met with a representative of IKON Office Solutions to review a software solution that will meet our need to electronically store Teacher Work Samples [including associated

artifacts] and make them accessible for future reference to our faculty for the purpose of program assessment and development. The representative advised that a product called FORTIS would meet our needs very well and that the scanner/copier for which we have received Upper Iowa University budget approval would properly interface with the software. The software not only supports our University storage goals, but it is an integral part of the sustainability of our assessment system.

II. Project Narrative (1-2 pages describing how you will use the funds) A synopsis of the project narrative will be reflected in the Action Plan. Be sure that what you request in the new award is distinct from what was requested in any earlier TQE award. Your timeline for grant activity should not extend beyond December 15, 2009.

As an examination of previous proposals will reveal, since the TQE grant funding program has begun, the Upper Iowa University Teacher Education Program (TEP) has identified and addressed several significant TEP quality and assessment related challenges. We have re-designed our TEP standards/goals and our instructional program as well as the program assessment system to improve the degree to which we can track individual student progress and evaluate the overall effectiveness of the TEP. We have examined program integrity and continuity challenges associated with operating three TEP centers in different locations. We have positioned the TEP to collect and use the assessment information generated by the TEP and we are now to the point at which we can acquire an electronic data storage system to store summative assessment artifacts.

With respect to Goal 1 (as defined in the Action Plan) we believe we are far enough along to sustain the effort to make appropriate changes through the use of the financial and human resources that are likely to be available by the end of the grant period in December 2009. University officials have recently announced that master's programs will be able to appoint graduate assistants. By December 2009, we believe we will be in a position to fund a stipend for one graduate assistant position from Departmental funds based on the revenue generated through the teacher education and the Master of Education programs. In the interim, we request \$7000.00 for the graduate assistant stipend for the period from July 2008 through December 2009. The graduate assistant will be trained to assist in assessment system data management, in the construction of assessment system reports, and in the coordination of training of campus and Center staff involved in data entry.

With respect to Goal 2 (as defined in the Action Plan) we intend to require the participation of campus and center faculty in professional development activities (as defined, in part, in the action plan). Progress has been made in defining or redefining job descriptions of campus and center faculty that will facilitate the attendance of faculty at professional development sessions that will include (but not be limited to) (1) a review of the framework of the UIU TEP Assessment System, (2) the ongoing analysis of curricular implications of the program standards/goals, and (3) the ongoing revisions of syllabi, instructional plans and artifacts to reflect the changes occurring in the TEP curriculum. These required professional development activities will help to ensure TEP integrity, continuity, and quality. This process should be complete by summer 2009. We request \$2000.00 to pay stipends to faculty members to attend these sessions during the summer of 2008 and \$500 for travel and meals).

With respect to Goal 3 (as defined in the Action Plan), we are prepared to purchase the necessary software to store summative assessment program artifacts beginning in July, 2008. This year we began to have students write Teacher Work Samples and these and their accompanying rubrics are ready to be electronically stored. We request \$9,884.00 for the necessary software.

III. Action Plan –

Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Re-request
Goal 1 Use teacher education program assessment system to improve the degree to which we can track individual progress and evaluate Teacher Education Program performance consistent with Iowa DE expectations	<p>A. Refine procedures and processes to consistently and accurately enter and manage assessment system data</p> <p>B. Construct TEP assessment system reports</p> <p>C. Assist in coordination of training of campus and Center staff involved in data entry and management</p>	<p>Employ and train one graduate assistant who will be tasked with meeting objectives A, B, and C</p> <p>Purchase necessary supplies, etc.</p>	TEP Director TEP ADC	July 2008-December 2009	<p>\$7000</p> <p>\$616</p>

Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Re-quest
Goal 2 Utilize TEP Assessment System using checkpoints and program standards	<p>Institutionalize for TEP faculty members on campus and at the TEP Centers meaningful participation in ongoing professional development activities and duties* to ensure TEP integrity, continuity and quality</p> <p>*The ongoing professional development activities and duties would include (but not be limited to) (1) the ongoing analysis of curricular implications of the new program standards/goals and (2) the ongoing revisions of syllabi, instructional plans and artifacts to reflect the changes occurring in the TEP program of studies.</p>	<p>1. Establish and execute a schedule for the professional development program relevant to Goal 2</p> <p>2. Plan, execute, and evaluate professional development activities to meet Goal 2</p>	TEP Director, Center Teacher Education Co-ordinators, and Center Co-ordinators	July/ August 2008	\$2000 \$500
Goal # 3 Determine electronic system to store teacher work samples (and associated rubrics)	Purchase appropriate software to meet agreed upon design specifications and use it	TEP determine appropriate software and hardware, purchase the software, and learn how to utilize it	TEP Director	July 2008	\$9,884
TQE Grant Direction/Oversight		TEP Director provides ongoing direction and oversight	TEP Director		

IV. Sustainability Plan. Write a clear succinct plan for how the work will continue to fully meet the requirements of Chapter 79 for assessment systems. Describe how your institution plans to sustain the performance assessment system when TQE grant support is no longer available. Some considerations you may want to address include plans to finance sustainability and the capacity you have to sustain the work you have completed.

As indicated in the project narrative, we believe that, with respect to Goal 1, we will have sufficient financial and human resources to sustain the effort to monitor individual candidate progress as well as evaluate the teacher education program based on the electronic assessment data management system and reports.

With respect to Goal 2, we believe the organizational infrastructure (job descriptions/expectations and scheduled professional development activities sessions) will be in place to ensure the ongoing development of the program maintain program quality, continuity, and integrity.

With respect to Goal 3, we believe that the electronic storage of TEP summative assessment artifacts will allow faculty members to retrieve relevant artifacts for instructional purposes as well as to monitor program quality. In addition, the electronic storage of other TEP assessment information related to individual student performance (and to assist in providing data for Department of Education and Board of Educational Examiners assessments) will be sufficiently well established so as to not require additional funding.

V. Budget Requests

Personnel	BUDGET	
Wages (stipends)	\$ 2,000	
Expenses (Travel, Meals, Lodging)	500	
Professional Services/Professional Development		
Graduate Assistant	7,000	
Expenses (Mileage, Meals, Lodging, Room Rental)		
Software	9,884	
Hardware		
Supplies and Materials	616	
Phone/Mail		
Other – specify:		
Other – specify:		
Total	\$20,000	

VI. Budget Narrative: Note that the objective of the grant is to bring all programs up to standard over the life of the grant. Funding this year will be made up to \$20,000. To receive the maximum award, your proposal should demonstrate either great need or great complexity/size of program as well as prudent use of any previous awards and a clear plan for sustainability.

As indicated in the Action Plan and the above listed budget, Upper Iowa University's Teacher Education Program requests \$20,000 to be spent between June 2008 and December 2009. We seek support to achieve three goals.

Goal 1 indicates that we wish to employ and train one graduate assistant who would be responsible for helping to

- refine the procedures and processes involved in entering and managing assessment system information,

- construct TEP assessment system reports, and
- coordinate training of campus and Center staff involved in data entry.

Since Upper Iowa University officials have only recently approved the use of graduate assistants in the various Masters programs available through the University, it will take some time for the Teacher Education Program to find the necessary financial resources to sustain the graduate assistant's position. We are confident that the growth of the teacher education program and the addition of the Master of Education program itself will assist in generating the necessary funds to take over the support of this position by December 2009. We seek \$7000.00 to fund the graduate assistant stipend and expect to purchase supplies, etc. in the amount of \$616.00.

Goal 2 indicates that we wish to use the assessment system checkpoints and program standards to ensure that we can maintain teacher education program integrity, continuity, and quality. In order to achieve this goal, we believe it continues to be necessary for the faculty—campus and Center—to meet periodically and to engage in professional development activities as identified in the Action Plan as well as other activities as deemed necessary to maintain program integrity, quality, and continuity. Recently some job descriptions have been revised so as to require faculty members to attend professional development activities, and some such sessions are in the process of being scheduled. We seek \$2000.00 to pay faculty stipends to attend sessions during the summer of 2008. By the time subsequent sessions are to be held, all of the various job descriptions and schedules should be set and we will be positioned to sustain these efforts in subsequent years. In addition, we seek \$500.00 to cover some of the costs associated with travel and meals. In subsequent years, we anticipate having the capacity to conduct some sessions by electronic means through the use of video conferencing.

Goal 3 indicates that we are in a position to purchase the software necessary to electronically store summative assessment artifacts (Teacher Work Samples and scoring artifacts) for the purpose of program analysis and improvement as well as for the development of exemplars to be used in various parts of the instructional program. We seek \$9884.00 to purchase the necessary software. The University has allocated sufficient funds to provide the photocopier/scanner that will work in harmony with the software to make document retrieval and cataloging possible.